

# Graduate Certificate of Education (Special Education) (GCESE16)

## 1. Graduate Certificate of Education (Special Education)

The Graduate Certificate of Education (Special Education) takes a Design Thinking approach to analyse issues and challenges faced by persons with a range of additional learning needs. In particular, it focuses on problem solving, informed by advanced theoretical knowledge, from a person first perspective. The person first approach allows situations to be tackled from the perspective of the individual, and by doing so shifts the focus from a passive acceptance from the person at the centre of the issue to a more active role where their individual needs are actively considered. This approach questions traditional thinking and challenges learners' biases, prejudice and assumptions.

The Graduate Certificate of Education (Special Education) includes topics specific to issues facing contemporary educators, such as Autism, Mental Health and Learning Differences.

### Course Study Outcomes:

- Apply a 'person first' perspective to analyse and problem solve issues and challenges associated with a range of special educational needs with particular reference to educational outcomes and social justice
- Identify and critically analyse biases, prejudices and assumptions associated with special educational needs in society and educational practice
- Analyse, design and evaluate inclusive, ethical and effective learning environments
- Demonstrate specialised knowledge of the historical context and contemporary theories relating to a range of special educational needs
- Demonstrate an understanding of Allied Health, carer support and collaboration skills necessary to improve educational outcomes for individuals with special educational needs

### Graduate employment opportunities

Graduates of the Graduate Certificate (Special Education) can progress to further postgraduate studies in related fields of education. They can also advance and diversify their position in the education field, such as advisory roles. Further, a qualification in special education opens opportunities for Graduates to work in special schools as well as expert roles in mainstream schools.

## Course Overview

<b>Course Title</b>	Graduate Certificate of Education (Special Education) (GCESE16)		
<b>Study Options – Domestic Australian students</b>	Face to Face delivery Online delivery Full-time and part-time options available.	<b>Study Options – International students</b>	International students on a student visa must not enrol into any more than a third or 33% of online subjects over their course and must study at least one subject that is face to face in each trimester.  International students on a student visa are required to study full time, i.e. the student must complete a minimum of 1.0 EFTSL of study per year.
<b>Start Dates</b>	February, June, September For specific dates visit the <a href="#">website</a> .	<b>Course Length</b>	Full-time: 1 year Part-time: 2 years
<b>Payment Options - Domestic Australian students</b>	<b>Upfront payment</b> This means tuition fees will be invoiced each semester and payment is required on or before the due date.  <b>FEE-HELP</b> FEE-HELP is Australian Government’s loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.	<b>Payment Options – International students</b>	<b>Upfront payment</b> This means tuition fees will be invoiced each semester and payment is required on or before the due date.
<b>Course study requirements</b>	It is expected that each subject, whether studied online or on-campus, will involve a combined total of 120 hours of structured and self-directed learning, which equates to approximately 10 hours a week for subjects over 12-week trimesters.	<b>Assessment</b>	Essays, reports, presentations scenario and case studies, problem based tasks, portfolio, research, and reflective journals.
<b>Locations</b>	Melbourne, Online	<b>Delivered by</b>	Torrens University Australia
<b>Provider</b>	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	<b>CRICOS Course Code</b>	095588C
<b>Provider obligations</b>	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the <a href="#">Higher Education Standards 2015</a>	<b>Accrediting body</b>	Torrens University Australia Limited ABN 99 154 937 005, CRICOS Provider Code: 03389E. RTO No. 41343

<b>Course Fees</b>	For details, refer to the <a href="#">website</a> .	<b>Any other fees</b>	For details, refer to the <a href="#">website</a> .

## 2. Essential requirements for admission

The general admission criteria that apply to Torrens University Australia courses can be located by visiting the Torrens University Australia website - <https://www.torrens.edu.au/general-admission-information-for-torrens-university-australia-ltd>.

## 3. Admission Criteria

<b>Title of course of study</b>	Graduate Certificate of Education (Special Education) (GCESE16)
<b>Applicants with higher education study</b>	The standard entry requirement for a postgraduate program is a completed qualification at AQF Level 7 (Bachelor degree) or above from an Australian University or an equivalent overseas higher education qualification.
<b>Applicants with vocational education and training (VET) study</b>	
<b>Applicants with work and life experience</b>	Demonstrated ability to undertake study at this level.
<b>English Language Proficiency</b> (applicable to international students, and in addition to academic or special entry requirements noted above)	Equivalent IELTS 6.5 (Academic) with no skills band less than 6.00
<b>Applicants with recent secondary education (within the past two years) with ATAR or equivalent*</b> (for applicants who will be selected wholly or partly on the basis of ATAR)	Year 12 (or equivalent)

## Other admission options

*(For applicants who will be selected on a basis other than ATAR)*

<b>Special Entry</b>	Not applicable
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## 4. How to apply

Via direct application to the institution

- <https://apply.torrens.edu.au/>

## 5. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia [Credit Policy - \(https://www.torrens.edu.au/policies-and-forms\)](https://www.torrens.edu.au/policies-and-forms).

- Students with completed subjects may be eligible for specified credit and/or elective exemptions
- Students who have completed a qualification at AQF level 5 (diploma) or above may be eligible for block credit (where a block credit agreement exists)
- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

For further information about credit and recognition of prior learning please see <http://www.torrens.edu.au/apply-online/course-credits>.

## 6. Where to get further information

- Torrens University Australia (TUA) Website
  - <https://www.torrens.edu.au/>
- Universities Admissions Centre (UAC) Website
  - <http://www.uac.edu.au/>
- Quality Indicators for Learning and Teaching (QILT) Website
  - <https://www.qilt.edu.au/>

## 7. Additional Information

### Course Structure

The Graduate Certificate of Education (Special Education) course structure is comprised of 4 subjects (40 credit points). The course of study is made up of 4 core and 0 elective subjects at 10 credit points each.

The course structure can be viewed or downloaded at the Student Hub, Course webpage  
<https://studenthub.torrens.edu.au/Hub>

### Course Rules

To qualify for the Graduate Certificate of Education (Special Education), students must complete all 4 core subjects. A combined total of 40 credit points is required.

### Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
<p><b>PFA401 Person First in Autism</b>            Person-Centred Approach</p> <p>Using a contemporary lens, evidence-based practices that both support and value Autistic individuals and their unique strengths are investigated in this subject. Neurodiversity is celebrated and explored as each Autistic individual is unique and requires a uniquely supportive learning environment, collaboratively designed to meet their learning needs. As part of a person-centred approach, the importance of always providing a ‘voice’ and a ‘choice’ for both the individual and their carer underpins all educational decisions and the importance of active listening and co-design for learning.</p> <p>An investigation of the history and complexity concerning a diagnosis of Autism Spectrum Disorder and the influence on the development of knowledge and application in education systems. A current definition, prevalence and the importance of early intervention are explored. Interactions with the varying perspectives, experiences, challenges, and aspirations in the Autistic community create a platform for students to examine bias, prejudice and assumptions and the impact on both individuals and families.</p> <p>Further, students’ understanding is deepened when asked to critique the social implications relating to discrimination, policy and practices advocating for positive changes in education and community settings to value Autistic strengths. As educators, we need to be aware that we can positively affect change by raising awareness and implementing evidence-based support in inclusive classrooms</p>

**IMH402 Introduction to Mental Health Conditions**

Students are introduced to a range of Mental Health conditions, understanding the complexity and interrelatedness between the challenges associated within each. The person first approach is used in this subject to introduce the problem solving skills required when supporting an individual with Mental Health conditions. Students interact with a range of experiential perspectives of Mental Health, using interviews and scenarios to develop the person first approach. A range of perspectives, experiences, challenges and aspirations in the Mental Health community creates a platform for students to examine both the community and their own bias, prejudice and assumptions. Further, the range of carers involved in Mental Health conditions is considered for a deeper awareness of the impact of the conditions.

**LDF402 Learning Differences**

The person first approach is used in this subject to introduce the problem solving skills required when supporting an individual with learning differences, including but not limited to dyslexia, dyspraxia, dyscalculia and ADHD. This subject also explores the impact these challenges have on self-esteem and future learning aspirations. Further, examples of stereotyping, types of interventions and the genetic disposition of the learning challenges are discussed. This subject develops students' awareness and understanding by analysing the range of traits across each learning condition. Presenting in various ways and areas of learning development, the stigmatised learning challenges are often described from a deficit viewpoint. Students will be analysing the history of such conditions and the evolution of interventions and support, in turn, continuing to evolve an attribute view of the traits of these conditions.

**DYX403 Dyslexia**

This subject explores the concept of dyslexia, as a social construct, and considers the historical and political background of the concept. This exploration underpins the background of current practice in managing learners who experience specific learning difficulties of a dyslexic nature in a school setting.

It presents dyslexia in terms of the problems it has resulted in for individuals during their lifetime when living with dyslexia, and incorporates a range of specific learning challenges that they have encountered. The subject then expands onto the understanding of dyslexia traits, comorbidity, or overlap, with other specific learning disorders, and the role of the parent/carer in the rise and range of dyslexia support. Understanding how this condition impacts aspirations in education and occupation choice creates the platform for students to apply this knowledge for a contemporary perspective of support needs in the classroom; and explore the impacts of the learning challenges, where students will be presented with perspectives from the individual and parents in various contexts and levels of support.

## Locations

The Graduate Certificate of Education (Special Education) (GCSESE16) can be studied fully online or at the below Torrens University Campuses:

- Victoria (Melbourne)

## Campus Facilities and Services

All campuses are designed to provide students with professional spaces in which to learn and work. They have been planned with student study needs in mind with well-equipped accessible learning spaces as well as student breakout areas for group work and spending time with friends.

## A positive student experience

Torrens University Australia values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be accessed from the [website](https://www.torrens.edu.au/policies-and-forms) (<https://www.torrens.edu.au/policies-and-forms>).

## Paying for your qualification

We offer two payment options for this course:

- **Upfront payment**  
If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each semester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.
- **FEE-HELP**  
FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold (\$45, 881 in 2019-20). Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.

Further information about FEE-HELP, including eligibility, is available at:

- [FEE-HELP website:](http://studyassist.gov.au/sites/studyassist/help-payingmyfees/fee-help/pages/fee-help-)  
<http://studyassist.gov.au/sites/studyassist/help-payingmyfees/fee-help/pages/fee-help->
- [FEE-HELP booklets:](http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/publications)  
<http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/publications>

## Austudy and Abstudy

Students enrolled in this course may be eligible for government assistance, such as [Austudy](#) or [Abstudy](#).